

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: November 2010

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Experiences for Health and Physical Education pre-candidates and candidates	The opportunities provide a very structured learning environment for the PETE (physical education teacher education majors) pre-candidates/candidates enrolled in PHED 125, PHED 343, and PHED 344. The PETE students observe, assist and co-teach with the teachers during the field experiences.	This collaboration provided pre-candidates and candidates access to the physical education classroom environment. Their role was to observe the teacher and students in a PE classroom. Pre-candidates are given the opportunities to interact, engage in, and take part in the teaching and learning process in preparation for a teaching career.	Chesterfield County Public Schools DuPont Elementary School - Joann Tucker and Mike Crosby; Matoaca Middle School - Elizabeth Wood; Petersburg City Schools Peobody Middle School - Antionette Jackson.	Yes
2.	Field Experience with Matoaca High School	Virginia State University's Professional Education Programs Unit has partnered to provide field experiences for Introduction to Teaching II. A total of 50 students were paired with a selected teacher to observe and participate in the classroom.	This collaboration provided pre-candidates access to the classroom environment. Pre-candidates are given the opportunity to interact, engage in, and take part in the teaching and learning process in an suburban school setting. Their role was to observe how this school system implements the teaching and learning environment and begin to formulate a philosophy of teaching.	Chesterfield Public Schools Shawn Fitzgerald (Matoaca) Stephen Cunningham (Principal of Matoaca High).	Yes
3.	Field Experience with Martin Luther King Jr. Middle School	Virginia State University's Professional Education Programs Unit has partnered to provide field experiences for Introduction to Teaching II. A total of 50 students were paired with a selected teacher to observe and participate in the classroom.	This collaboration provided pre-candidates access to the classroom environment. Pre-candidates are given the opportunity to interact, engage in, and take part in the teaching and learning process in an urban school setting. Their role was to observe how this school system implements the teaching and learning environment and begin to formulate a philosophy of teaching.	Richmond Public Schools Yardley Farquason (MLK. JR) Aaron Dixon (Principal of MLK. Jr).	Yes
4.	Professional Development Series for Teachers	Provided continuing education courses to satisfy teacher/district demands relative to licensure, clinical development, and improvement in student performance.	Teacher recruitment is indicative of provisionally licensed teachers requiring needed competencies for licensure. The University facilitated on-site delivery of such needs.	Petersburg City Public Schools, Hopewell Public Schools, and Virginia State University (Professional Education Programs Unit).	Yes
5.	VSU- National Board "Take One" and Full Candidacy Support Program	Partnered with Petersburg Public Schools to identify and support teachers interested in seeking National Board Certification. The University hosted development of the first "Take One"/ NBPTS support program in Petersburg City Public Schools.	Pre-K-12 teachers were provided University support for success on the National Board's five core propositions. This collaboration will increase the number of National Board Teachers for the Petersburg Public Schools.	Virginia State University, Professional Education Programs Unit's Department of Teaching and Learning and Petersburg Public Schools, Dr. Patrick Bingham and Mrs. Gail Wade.	Yes

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6.	Student Teaching and Field Experiences Chesterfield County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Chesterfield County Public Schools collaborated to provide a diverse large suburban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Chesterfield County Public Schools, Phil Sword.	Yes
7	Student Teaching and Field Experiences Henrico County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Henrico County Public Schools collaborated to provide a large suburban and urban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Henrico County Public Schools, Ms. Seza Aldrich.	Yes
8	Student Teaching and Field Experiences Hopewell Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Hopewell Public Schools collaborated to provide a diverse small urban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Hopewell Public Schools, Mrs. Melody Bage.	Yes

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9	Student Teaching and Field Experiences Prince George County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Prince George County Public Schools collaborated to provide diverse rural classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Prince George County Public Schools, Dr. Shelley Bazemore.	Yes
10	Student Teaching and Field Experiences Richmond City Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Richmond City Public Schools collaborated to provide diverse large urban classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Richmond City Public Schools, Mrs. Valerie Dupree, and Mrs. Bernie Johnson.	Yes
11	Student Teaching and Field Experiences Petersburg City Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Petersburg City Public Schools collaborated to provide diverse small urban classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Petersburg City Public Schools, Mrs. Gail Wade, and Dr. Patrick Bingham.	Yes

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12	Student Teaching and Field Experiences Dinwiddie County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Dinwiddie County Public Schools collaborated to provide diverse small rural classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Dinwiddie County Public Schools, Mrs. Linda Ampy.	Yes
13	Adaptive Physical Education with Petersburg City Public Schools and Chesterfield County Public Schools	The collaboration was a project designed to provide VSU HPER pre-candidates and candidates the opportunity to work with students with various mental and physical disabilities. This was done in conjunction with the Motor Learning and Adapted Physical Education classes.	This collaboration involved students with mental and physical disabilities and pre-candidate and candidates from Virginia State University's Health and Physical Education Program. The pre-candidates and candidates designed games and adapted activities for the students with disabilities.	Petersburg City Public Schools, Chesterfield County Public Schools, and Virginia State University (HPER Department).	Yes
14	District 8 Southside Region History Day	Virginia State University conducted a Virginia History Day competition for High School students. Students competed in different categories from Oration to Visual Presentations.	Students had an opportunity to expand their knowledge of History and extend learning beyond the classroom	Virginia State University (History & Philosophy Departments), Cosby High School (Midlothian), The New Community School (Richmond), and Lucille Brown Middle School (Richmond).	Yes
15	PRAXIS II Prep Workshop	Provided workshops to prepare provisionally licensed teachers to take the Mathematics Content PRAXIS EXAM (0061).	School systems were assisted in filling the need for licensed Secondary Mathematics Teachers	Virginia State University (Mathematics Department) Chesterfield Public Schools, and Richmond Public Schools.	Yes
16	Provisional Mathematics Teachers Collaboration	A partnership has been established between the Mathematics Department at Virginia State University and Chesterfield County Schools to train and assist provisionally licensed mathematics teachers with PRAXIS II.	This partnership helps Chesterfield Public School have highly qualified Mathematics teachers for the classroom.	Virginia State University (Mathematics Department) and Chesterfield County Public Schools.	Yes
17	Virginia State University Future Teacher Career Fair	This Career Fair was designed to recruit high school students into the teaching profession. Teacher Cadet and Future Teacher clubs were targeted to come to Virginia State University and learn about the Teacher Education Program through workshops and college tours.	Students from Regions 1, 5 and 8 attended the career fair to encourage them to pursue teaching as a career. School divisions expressed an interest for assisting in growing their own teachers.	Buckingham County, Sussex County, Suffolk County, Petersburg City, Cumberland County, Prince Williams County, Prince William County, and Hopewell Public Schools.	No

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18	Virginia State University SEA Shadowing Day	This event was a collaboration with the Student Education Association the Professional Education Programs Unit and multiple public schools	Students from local school divisions who participate in Teacher Cadet programs and Teach for Tomorrow programs spent a day shadowing VSU pre-candidates and candidates to prepare for teaching careers.	Sussex County, Suffolk County, Petersburg City, Cumberland County, Prince Williams County, Prince William County, and Hopewell Public Schools.	No
19	Dual Credit courses for Prince George County Public Schools	Mathematics or Statistics courses offered at the high school, receiving both high school and college credit.	This partnership helps students from Prince George County take Math courses for college credit through Virginia State University.	Prince George County Public Schools, Dr. Shelley Bazemore.	Yes
20	HBCU UP STEM Project	Virginia State University's High School Senior Enhancement (HSSE) program was a program that introduced rising high school seniors to Science, Technology, Engineering, and Mathematics (STEM) fields and boost their desire to select a STEM field for further study as a potential career.	This program provides high school students exposure to engineering, mathematics, and science classes to promote exploration into STEM careers and create a desire to study STEM areas in college.	Virginia State University School of Engineering, Science, and Technology Regions 1, 5, and 8.	No
21	Counseling Practicum/Internship Programs in Richmond Public School	Partnership programs were held in Richmond City Public Schools system for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates were well received and assisted in the educational development of children in urban, rural and suburban schools.	Richmond Public School Divisions, Mrs. Bernette Johnson.	Yes
22	Professional Development for local School Counselors Petersburg Public Schools	A Professional Development workshop was held on November 1, 2009 for all Petersburg School Counselors	A professional development program was conducted on the role of the school counselor in program assessment at their schools. School counselors were given examples of program assessment models, appropriate for their schools, that would make them more effective.	Petersburg Public Schools, Mrs. Gail Wade.	Yes
23	Counseling Practicum/Internship programs in Henrico County Public Schools	Collaboration program with Henrico County Public Schools division for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban and suburban settings.	Henrico County Public Schools, Ms. Seza Aldrich.	Yes

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24	Counseling Practicum/Internship programs in Chesterfield County Public Schools	Collaboration program with Chesterfield County Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban and suburban settings.	Chesterfield County Public Schools, Mr. Philip Sword.	Yes
25	Counseling Practicum/Internship programs in Prince George County Public Schools	Collaboration program with Prince George County Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in rural settings.	Prince George County Public Schools, Dr. Bobby Browder.	Yes
26	Counseling Practicum/Internship programs in Sussex County Public Schools	Collaboration program with Sussex County Public Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children rural settings.	Sussex County Public Schools, Dr. Charles Harris.	Yes
27	Counseling Practicum/Internship programs in Petersburg Public Schools	Collaboration program with Petersburg Public Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban settings.	Petersburg Public Schools, Mrs. Gail Wade.	Yes

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Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

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Approved Education Programs (Only education programs approved at your institution are listed.)		Elementary Education PreK-6	Mathematics Specialist for Elem./Middle Ed.	School Counselor PreK-12	Agricultural Education	Family and Consumer Sciences	Health and Physical Education PreK-12	Music Education - Instrumental PreK-12	Music Education - Vocal/Choral PreK-12	English	History and Social Sciences	Mathematics	Science - Biology	Science - Chemistry	Science - Physics	Special Ed. - General Curriculum K-12	Driver Education (add-on endorsement)	Mathematics - Algebra I (add-on endorsement)
Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																
1.	Field Experiences for Health and Physical Education pre-candidates and candidates						X										X	
2.	Field Experience with Matoaca High School	X			X	X	X	X	X	X	X	X	X	X	X	X		
3.	Field Experience with Martin Luther King Jr. Middle School	X			X	X	X	X	X	X	X	X	X	X	X	X		
4.	Professional Development Series for Teachers	X														X		
5.	VSU- National Board "Take One" and Full Candidacy Support Program	X														X		
6.	Student Teaching and Field Experiences Chesterfield County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
7.	Student Teaching and Field Experiences Henrico County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
8.	Student Teaching and Field Experiences Hopewell Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
9.	Student Teaching and Field Experiences Prince George County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
10.	Student Teaching and Field Experiences Richmond City Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
11.	Student Teaching and Field Experiences Petersburg City Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
12.	Student Teaching and Field Experiences Dinwiddie County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		X
13.	Adaptive Physical Education with Petersburg City Public Schools and Chesterfield County Public Schools						X											
14.	District 8 Southside Region History Day										X							
15.	PRAXIS II Prep Workshop		X									X						X
16.	Provisional Mathematics Teachers Collaboration		X									X						X

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		Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																
Number	Partnership and Collaboration Name																	
17.	Virginia State University Future Teacher Career Fair	X			X	X	X	X	X	X	X	X	X	X	X	X		X
18.	Virginia State University SEA Shadowing Day	X			X	X	X	X	X	X	X	X	X	X	X	X		
19.	Dual Credit courses for Prince George County Public Schools											X						X
20.	HBCU UP STEM Project											X	X	X	X			X
21.	Counseling Practicum/Internship Programs in Richmond Public School			X														
22.	Professional Development for local School Counselors Petersburg Public Schools			X														
23.	Counseling Practicum/Internship programs in Henrico County Public Schools			X														
24.	Counseling Practicum/Internship programs in Chesterfield County Public Schools			X														
25.	Counseling Practicum/Internship programs in Prince George County Public Schools			X														
26.	Counseling Practicum/Internship programs in Sussex County Public Schools			X														
27.	Counseling Practicum/Internship programs in Petersburg Public Schools			X														

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 3: Administration and Supervision Programs

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Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Tiers of Possibility Principal Preparation Program	This was a collaborative effort between Dinwiddie County Schools, Petersburg City Schools, and the Cameron Foundation. The school divisions selected five candidates each to enroll in a Masters degree program here at VSU in order to become endorsed as PK12 school administrators.	School Divisions needed leaders with greater vision and that are more in tune to today's educational forces and phenomena. Professional development activities for all of the assistant principals and principals were provided. All ten candidates have graduated with a Masters degree in EDAS.	Petersburg City Schools; Dinwiddie County Public Schools; Virginia State University; The Cameron Foundation.	Yes
2.	Administration and Supervision Cohort - Chesterfield County Schools	Eight candidates from Chesterfield County schools are participating in an EDAS cohort with the goal of acquiring a Master's Degree in EDAS.	County administrators requested that VSU offer a cohort in Chesterfield for teachers who choose to enroll. Eight candidates enrolled initially. This is a 36 hr. program designed to provide the candidates with the same experience that they would receive if they were on campus.	Chesterfield County Public Schools and Virginia State University.	No
3.	Organizational Leadership for Teachers	Sussex County officials requested that we offer a Masters degree program to selected teachers in the area of Organizational Leadership. The goal was to prepare more teachers for leadership type roles by giving them a stronger base in leadership theory. Eighteen candidates were selected from app. forty names.	Sussex County Schools is a very small rural division approximately 40 miles from VSU. The needs there are unique in that teacher turnover is not as great and teachers tend to stay in the division longer. Greater need to grow well trained leaders for today and tomorrow. Data analysis, team building, and decision making skills all need to be developed. This is the goal of the program. Not to prepare principals, but capable leaders who can think like principals.	Sussex County Public Schools and Virginia State University.	Yes
4.	Internship	Dinwiddie County provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor to maintain quality within the program.	Sutherland Elementary School, Dinwiddie Elementary School, Midway Elementary School, Dinwiddie Junior High School, Sunnyside Elementary School, and Dinwiddie High School.	Yes

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5.	Internship	Petersburg City Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	Walnut Hill Elementary School, Petersburg High School, Robert E. Lee Elementary School, Vernon Johns Middle School, Albert Hill Elementary School.	Yes
6.	Internship	Chesterfield County Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	Chesterfield Community High School.	Yes
7.	Internship	Richmond City Public Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	JEB Stuart Elementary School, Boushall Middle School, John Marshall High School.	Yes
8.	Internship	Prince George County Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	JEJ Moore Middle School.	Yes
9.	Internship	Private School(Collegiate Upper School) provided candidates an opportunity to complete their internships with practicing administrators within their schools .	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	The Collegiate School.	Yes

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10.	Hopewell City Public Schools	Faculty members are serving as grant program evaluator for a Department of Defense grant at Harry E. James Elementary School in Hopewell, VA. Specific responsibilities include observations of after-school program, data analysis of student performance on SOL's in Reading and Math based on participation in the Success Maker remediation program.	Results of this grant-sponsored program evaluation will provide the school and school district with data to determine the effectiveness of the remediation program. Specific program components to be evaluated are military vs. non-military student differences as well as those who received the remediation.	Tracy Walker (VSU); Justina Osa (VSU); Cheryl Riggins (Hopewell City); Matt Robeson (Pearson).	Yes
11.	Petersburg City Public Schools	Faculty from the Doctoral Studies and School Counseling Department collaborated to provide professional development trainings for school counselors in Petersburg City Public Schools related to assessment of the guidance and school counseling program and program activities	The partnership allowed the VSU faculty to work with school-based staff to create solutions for assessing the effectiveness of the school counseling departments and counselors. VSU faculty were able to share details regarding the ASCA National Model and how the local school division can use the tools to evaluate their programs.	Tracy Walker (VSU); Claire Robinson (VSU); Sylvia Statton (VSU); Andrean Oliver (VSU); Petersburg City School Counselors.	Yes
12.	Hopewell City Public Schools	Dr. Osa, Chair of the Department of Doctoral Studies and Dr. Winston Odom, Superintendent Hopewell Public Schools, are spearheading the initiative to study the variables that impact dropout and teen pregnancy rates in the Tri-City area.	The partnership and collaboration provides research opportunities between the Department of Doctoral Studies and Hopewell Public Schools. Dr. Odom identified some issues in the Hopewell community that involved the school system related to student drop-out prevention.	Hopewell Public School, Dr. Winston Odom, Superintendent.	No
13.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provides significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	USAID-Washington, DC; Dr. Carolyn Coleman, Mission Director.	Yes

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Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
14.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Virginia Department of Education Dr. Sandra Ruffin, Division of Federal Program Monitoring.	Yes
15.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Petersburg Public Schools, Dr. Brenda Petteway, Director, Secondary Instruction and Dr. Patrick Bingham, Director of Human Resources.	Yes
16.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Hopewell City Schools, Dr. Winston Odom, Superintendent.	Yes
17.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Prince Edward County Schools, Dr. Patricia Watkins, Superintendent.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Date: November 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
18.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Chesterfield Public Schools, Dr. Robert Wingfield, Director of Middle Schools.	Yes